DOCUMENT RESUME

ED 042 474 LI 002 093

AUTHOR	Haak, John R.
TITLE	Goal Determination and the Undergraduate Library.
INSTITUTION	California Univ., San Diego. University Library.
SPONS AGENCY	Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
PUB DATE	70
NOTE	28p.; Paper prepared for the Institute on Training for Service in Undergraduate Libraries..., August 17-21, 1970
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.50
DESCRIPTORS	*College Libraries, *Librarians, *Library Education, *Library Services, *Objectives, University Libraries
IDENTIFIERS	*Undergraduate Libraries

ABSTRACT

Although there may be no such thing as a purely undergraduate book, there are services which are more appropriate for undergraduates than for other members of the academic community. These services make the undergraduate library unique. It is the responsibility of the undergraduate librarian to develop his specialty so that our undergraduate libraries offer substantial service programs. This working paper concentrates on the problem of undergraduate library goals and three rela ed subject areas: (1) service, (2) institutionalization and (3) professional staff. Intangible goals, such as to encourage the lifelong habit of self-education through reading, are extremely important but they cannot guide group action and therefore they must be supported by sets of tangible (or operating) goals which do. Unless a structure of tangible goals is developed to bridge the gap between means and ends, the means gradually function as the tangible goals. Two basic capabilities an undergraduate library should have are: (1) self-service where the student or teacher uses the physical means of the library and (2) active-service which is dependent on the library staff working with the student and faculty. A brief bibliography of related books and articles is appended. (NH)

ED 042474

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Institute on

TRAINING FOR SERVICE IN UNDERGRADUATE LIBRARIES

sponsored by
The University Library
University of California, San Diego*

August 17-21, 1970

GOAL DETERMINATION AND THE UNDERGRADUATE LIBRARY

by

John R. Haak
Undergraduate Librarian
University of California, San Diego

IR 002093

*Conducted under a grant from the U.S. Office of Education, Title II-B, Higher Education Act of 1965, P.L. 89-329, as amended.

INTRODUCTION

Jean Henri Fabre, the famous French naturalist, performed an intriguing experiment with processionary caterpillars. These caterpillars move in a long procession or chain; one leads, the others follow, each with eyes nearly closed and head snugly placed against the rear extremity of the preceding caterpillar. Fabre enticed a group of these caterpillars onto the rim of a flowerpot and succeeded in connecting the first one with the last one so that a complete circle was formed. Food was placed nearby and was plainly visible. The caterpillars kept circling at the same unchanging pace and continued for several days and nights. Finally, sheer exhaustion and ultimate starvation brought them to a stop. They followed instinct, tradition, or habit and followed it blindly. Although active, they accomplished nothing and in the end destroyed themselves because of failure to assess their situation and redirect their action toward a meaningful goal.

Do we undergraduate librarians have the goal of responding imaginatively to the challenges of undergraduate libraries,[1] our students, our times, our professional responsibilities, or do we, like the caterpillars, simply plod along to the beat of those who precede us? The original

---

[1] For the purpose of this paper an undergraduate library is defined as follows: (1) a special library for undergraduate students; (2) located in a university of other institution supporting graduate work to a significant degree; (3) housed in either a separate building or in a self-contained section of a general building; (4) consisting of a collection designed to support and supplement the undergraduate curriculum, and a staff and services which promote the integration of the library into the undergraduate teaching program of the university.

justification for undergraduate libraries was not just open shelves, not just books, but a program which, as a result of library-academic planning, would contribute forcefully to the educational experience of undergraduates.

With the challenge always before us to create innovative, flexible, and up-to-date libraries to serve the teaching function of our universities, it is puzzling to find that a number of undergraduate librarians are beginning to question the value of their own work specifically, and undergraduate libraries generally.

Several undergraduate type libraries have avoided using the term "undergraduate library" in their names, and librarians from libraries which have used the term are beginning to ponder its relevance. James Thompson, former Undergraduate Librarian at the University of North Carolina,(in his reply to the Robert Golter Questionnaire which appeared in UGLI Newsletter, no.3, March 1970) questioned whether the term"undergraduate library" is still valid or whether such a library is simply an ancillary library to the research library by reasons of space and duplicate books. Robert Muller, in his recent article, seems to consider the highly selective and "choice" nature of the undergraduate library's book collection of greater significance than its service emphasis on undergraduates. As a result, he states:

> The designation "undergraduate library" is not entirely satisfactory since graduate students have also found such libraries useful when they had to venture into fields in which they were not specialists. Moreover, undergraduates have continued to make use of the graduate or research library on many a campus, for a variety of reasons, despite the existence of an undergraduate library. The designations "college library", "curricular library", or "general library" are equally inadequate in conveying the full flavor and the intent of these large new selective libraries and services.[2]

---

[2]Muller, Robert H., "The Undergraduate Library Trend at Large Universities, in Voigt, Melvin, Advances in Librarianship, no.1, Academic Press, 1970, p.114

Problems of purpose associated with undergraduate libraries are related to a lack of definition of whom these libraries are to serve and how. While there may be no such thing as a purely undergraduate level book or even book collection, there are services which are more appropriate for undergraduates than for other members of the academic community. It is these services that make the library uniquely an undergraduate library.

For many undergraduate libraries the honeymoon period is now ending. This period may be characterized by the excitement and the frenzy of activity which is inherent in any pioneering effort. During this time the plant is developed, the staff hired, and the collection begun. Idealism, coupled with predictions of a new utopia in library service, is accompanied by the more practical impetus of a patient and cooperative library management which is willing to supply the funds, freedom, and time necessary for the library to grow up. But the day finally dawns when the issue of the undergraduate library's effectiveness is raised, and the honeymoon is over.

The uneasiness, doubt, and questioning which accompany the end of the honeymoon period spring from a number of sources. First, during the honeymoon we are dealing with activities which are more familiar to us, as librarians, and for which we find precedents in older undergraduate libraries. The processes involved in creating buildings and acquiring book collections are familiar and concrete, and their results may be viewed by visiting established undergraduate libraries or by reading about these libraries in the literature. The providing of these buildings and collections is akin to creating a stage setting for a play. The set reflects but is no substitute for the play itself. When the scene is set and it comes to creating and acting out the play itself, the undergraduate librarian is on his own. As he turns from a period of preparation to a period of production, he

finds few cues to prompt him, either in other libraries or in the literature, and is often forced to learn his lines or improvise while on stage.

Second, the operation of undergraduate libraries is no longer a hypothetical activity. The hard facts of experience have shattered any fantasies which we may have conjured up in which faculty and students embrace our undergraduate libraries like a newly discovered cause. Experience shows that pious statements of purpose are not of sufficient attraction and must be followed by a solid service program. The play, to carry the analogy further, must have substance.

Finally, once the issue of effectiveness is raised, it means that a period of evaluation will soon follow. This period is bound to be somewhat painful, for organizations, just as individuals, find it more comfortable to ignore their most troublesome traits rather than to correct them.

Perhaps at this moment we undergraduate librarians are better equipped to create the set than write the play, but we are entering into a period during which the play must be written and performed. It is our responsibility to develop our specialty so that our undergraduate libraries may offer substantive service programs.

In order to support the development of service programs and to stress the importance of professional staff, this working paper will concentrate on the problem of undergraduate library goals and three related subject areas which have remained under-studied in the literature of librarianship:

(1) service

(2) institutionalization, and

(3) professional staff.

PART I: GOALS AND EVALUATION

The Problem of Goals

Before service programs can be planned and before evaluation can take place, institutional goals must be defined. In order to stress the importance of goal definition this section of the paper will discuss some of the possible effects on service-centered institutions, such as undergraduate libraries, when they fail to specify a program of tangible service goals.

While perusing programs for a number of undergraduate library buildings, I was struck by the amount of detail they contained. They all specified the exact number of reader stations as well as the number of volumes to be contained in the buildings. Descriptions of furniture were supplied in minute detail, as were heights of doorways, locations of desks, the number of lavatory fixtures, and on and on; everything seemed magnificently accounted for.

I then began a search for comparable documents which would specify service programs, documents which would inform me of what intended results would emerge from this mixture of librarians, students, faculty, books, and buildings, and how these intended results would be produced. I searched in vain. I did find a number of phrases which expressed, abstractly, purposes or goals of undergraduate libraries. Some of the typical statements of undergraduate library goals which I found are as follows: to stimulate undergraduates to read good books, to encourage the lifelong habit of self-education through reading[3], to be a center of learning for

---

[3]Frederick H. Wagman as quoted in Braden, Irene, The Undergraduate Library, American Library Association, Chicago, 1970, p.49.

undergraduate students,[4] to continually respond to the changing educational needs of the students.[5] Goals such as these may be defined as intangible goals or goals which express intended states but do not indicate the processes or activities which lead to their accomplishment. Intangible goals are extremely important, as they provide the ultimate purpose for organizational activity.

However, since intangible goals by their nature do not provide for order, direction, or coherence, they cannot by themselves guide group action and therefore must be supported by sets of tangible (or operating) goals which do. For example, much religious activity has been centered around the intangible goal of "gaining the kingdom of heaven." This goal is usually supported by a set of more tangible goals to accomplish this end -- the Ten Commandments, the beatitudes, etc. In some cases, an evaluative system is even built in through private or public confession and repentance. So too, our libraries need tangible goals[6] to bridge the gap between means (acquisition, cataloging, circulation, book collections, listening rooms, etc.) and the intended results as expressed in intangible goals.[7]

---

[4] Sub-Committee on the Undergraduate Library, Report, University of Texas, Austin, 1968, p.1

[5] Statement of Program for the Undergraduate Library, University of Pittsburgh, Pittsburgh, p.1

[6] Tangible goals may be stated in such a way as to be subject to evaluation, whereas intangible goals cannot. This is an important point, since it is organizational events which are tangible and measurable that are most often used in evaluation and sanctioning.

[7] If the library is to have an educational impact on students, goals must be clearly specified. If specification is lacking, students may not know whether their own purposes and those of the library coincide. For a stimulating study on the effect of goals on student values, see: Vreeland, Rebecca, and Charles Bidwell, "Organizational Effects on Student Attitudes: a Study of the Harvard Houses," Sociology of Education, Spring 1965, 38:233-250

Most undergraduate libraries claim the intangible goal of acting as an agent for enriching the educational experience of undergraduates. But this goal is way up in the air; so how do we get off the ground? We do so through a series of related tangible goals that are subordinate to, instrumental to, this larger achievement. One such goal then becomes close faculty-librarian understanding and cooperation. An entire series of more specific tangible goals may be built under this heading. Another tangible goal becomes productive student-librarian relations with a ladder of varied activities leading toward this important aim. Book selection is another subordinate tangible goal that can be made instrumental to the primary intangible goal. Some of the characteristics which tangible goals should possess to be both effective and practical are as follows:

1. Tangible goals should be a guide to action and sufficiently explicit to suggest a certain type of activity. Tangible goals should be helpful to decision-making and not pious statements.

2. Tangible goals should suggest tools to measure and control effectiveness.

3. The goals should be challenging. It is the goals which create organizational vitality. It is necessary to distinguish between the possible and the impossible, but to be willing to get close to the latter,

4. The whole set of goals should make sense. With rare exception, there is no single overriding goal. Goals should be balanced in relation to one another.

5. Goals must take into consideration external opportunities and constraints and internal opportunities and constraints. Experience shows that it is not possible to sit down and write a reasonable, practical and specific set of goals. It is first necessary to consider the internal challenges and opportunities as well as the external ones relating to the organization's environment.

Principles to follow in goal setting:

1. Limit initial statements of goals to questions which are of practical concern. Select a limited starting point, cover it well, and then branch out into other items on the list as the need becomes recognized.

2. Goal setting, to be effective, calls for group participation. It is a well-recognized principle that people work harder to achieve objectives which they have helped to establish.

3. Set a half dozen specific goals for each position. These goals are usually reviewed and revised annually. Users of this approach have found that is usually results in superior individual achievement. The employee not only knows the purpose of his effort but is then also able to relate his work to the overall goals of the organization.

For a more complete discussion of the process of setting goals, see: Hill, William and Charles Granger, "Establishing Company Objectives," in Maynard, H.B., Handbook of Business Administration, McGraw-Hill, New York, 1967, pp.3/28-3/33.

The following program for the Earlham College Library illustrated the principles enumerated above:

1. Advise entering freshmen that they will be tested on their knowledge of the following basic reference sources: Encyclopedia Britannica, Readers's Guide, card catalog, and about six other sources. Freshmen who do not demonstrate competence on these reference sources are given 50 minutes of additional library instruction during freshman orientation week. This time is divided among the librarians who man the Reference Desk.

2. Give library instruction on the following basic reference sources to all freshmen doing research papers in required courses: Social Sciences & Humanities Index, Public Affairs Information Service, Essay and General Literature Index, Biography Index, New York Times Index, and Subject Headings Used in the Dictionary Catalog of the Library of Congress.

3. Ask for invitations to give library instruction to all classes which are making intensive use of the reference services. At first, note the classes in which students ask for similar information at the Reference Desk and talk with their instructors. After you have a reputation for giving effective library instruction, ask individual instructors before a new term whether they will want library instruction.

4. Give one to ten hours of library instruction related to a course required of all majors, as they begin concentrating on their discipline.

5. Make the library instruction concrete and relevant.
   a. Ask the instructor to describe the assignment for which library instruction is needed.
   b. Meet with the class when students are beginning their literature search.
   c. Hand out annotated bibliographies especially prepared for each class. Arrange the bibliographies according to categories of reference sources in a logical order for doing a literature search.
   d. Use the bibliography to work through the literature search for a sample term paper topic. Use an overhead projector to show transparencies of sample pages from about ten of the most important and/or complicated reference sources. Do not demonstrate sources already known to most students in the class.
   e. Ask the teacher to attend this presentation and make comments.
   f. Caution students that an hour of library instruction is only the beginning.
   g. Encourage faculty to require a working bibliography at least four weeks before a major paper is due.

Creating tangible service goals requires the same attention and concentration on detail that is exhibited in building programs. It is by developing tangible goals that we make intangible goals attainable. Since this attention has not generally been displayed by the planners of undergraduate libraries and since some of the older undergraduate libraries are beginning to waver in their commitments to provide professional service to undergraduates, I wish to draw a connection between these two problems -- lack of tangible goals and wavering commitment -- by probing into a process described as goal displacement.

Goal Displacement[8]

Social and service organizations, such as undergraduate libraries, which orient their programs around abstract ideas are most susceptible to goal displacement. Goal displacement is a process through which means, unwittingly, become substitutions for claimed goals. For example, custodial functions tend to dispel treatment or rehabilitative functions in prisons, juvenile halls, and mental hospitals. So too, in libraries, clerical processing tasks, rules, and even the collection itself become the operating institutional goals, supplanting the more intangible service goals. Therefore, unless a structure of tangible goals or programs is developed to bridge the gap between means and ends, the means gradually surface, and, through default, function as the tangible goals.[9]

Goal displacement is not really a conscious process; it occurs gradually as intangible goals are replaced through the day-to-day decisions which create more secure operational habits and minimize uncertainty, insecurity, frustration, and risk.

Reports which emphasize activities which may be counted serve to legitimize these activities as ends, contributing to goal displacement. Annual reports of libraries often exemplify this fault. These reports

---

[8]For this discussion of the process of goal displacement I am indebted to W. Keith Warner and A. Eugene Havens and their article, "Goal Displacement and the Intangibility of Organizational Goals," Administrative Science Quarterly, March 1968, 12:539-555.

[9]Kenneth Keniston seems to argue that institutions in a technological society are culturally susceptible to goal displacement, since technological values concentrate on means rather than ends -- telling us how to proceed rather than where to go. In the absence of other positive values the instrumental values of our society are often unconsciously elevated to ends. The "deification of instrumentality" has two basic aspects -- pursuit of sheer quantity and the quest for expertise. See: Keniston, Kenneth, The Uncommitted: Alienated Youth in American Society, Harcourt, Brace & World, Inc., New York, 1965, pp.335-336.

generally highlight attendance and transaction counts, the number of volumes added to the collection, the number of reference questions answered, the amounts of fines collected, the problems with the building, etc. It is not that these statistics or conditions are unimportant, for this data is what our masters need to justify plant and staff. But often the data we accumulate about libraries is just a pulse-taking operation. It indicates something about the level of activity without measuring its quality or if the library is meeting its goals.

The basic result of intangible goals which are unsupported by tangible ones is goal displacement; goal displacement cuts an institution from its philosophical moorings and sets it drifting. Displacement takes its toll by directing an institution away from its original purpose and towards the means which were established to accomplish the purpose. Intangible goals contribute their own special effects. First, it is very difficult for an organization or its staff to have success experiences which can be related to intangible goals. Second, these intangible goals may be taken literally by some staff members, students and faculty, who will develop expectations that the organization will accomplish them, thus leading to misunderstanding and frustration.

Perhaps these first two effects of intangible goals provide clues to why some undergraduate librarians have become skeptical of, and frustrated with, the basic purposes of undergraduate libraries and are wavering in their commitments to them. Undergraduate libraries need goals that are attainable if they are to win staff support. Nothing is more demoralizing than to be judged according to an impossible standard.

A third product of unsupported intangible goals is that they make it possible to assume that an organization is effective. According to

Warner and Havens:

> Accumulated experiences, precedents, rules, and traditions assert that certain tangible facilities, processes, and practices increase effectiveness, and these assertions are accepted as proven...Obviously, assuming effectiveness as a given prevents adequate evaluation. Yet an organization is severely handicapped if its effectiveness is not tested, for lack of evaluation and feedback may force the organization and its program into more nonrational forms and programs.[10]

Therefore, goals are necessary not only to guide undergraduate library programs and to coordinate them with the programs of other campus libraries but also to evaluate results. Effectiveness then becomes a function of the degree to which an undergraduate library accomplishes its goals, and tangible goals serve as the standard for measurement.

By not rigorously examining goals, and by succumbing to the process of goal displacement, an organization risks destruction in the same manner as a home attacked by termites. It is not until the house suddenly collapses that its owner becomes aware that anything is wrong, and then it is too late. So too, undergraduate librarians who fail to assess library goals might soon find their libraries abandoned[11] by their superiors or unwittingly transformed into different kinds of libraries as commitment weakens or as goals become confused or displaced.

---

[10] Warner and Havens, op.cit., p.545

[11] Abandonment is not as farfetched as it sounds. The Undergraduate Library at the University of South Carolina will be abolished in 1973 and a science library will occupy the building. The stated reason for the development was that the undergraduate library was nothing but a study hall and the facilities could better be used as a science library.

PART II: SERVICE

What Do We Mean By Service?

Before tangible goals can be developed to guide the service programs of an undergraduate library, a clear conception of what is meant by service must be achieved. What do we mean by service? There is a great tendency in discussions of undergraduate libraries to confuse resources with service. Are open stacks, selected book collections, simplified card catalogs, audio rooms (all the elements we have described as providing the set for the play) services? We often speak of them as if they were.

Dr. Irene Braden, in her survey of undergraduate libraries, identified six ways in which undergraduate libraries have differed from traditional university libraries:[12]

(1) by providing open access to the collection to avoid the difficulties of the closed stack system,

(2) by centralizing and simplifying services to the undergraduate,

(3) by providing a collection of carefully selected books, containing the titles all undergraduates should be exposed to for their liberal education, as well as incorporating the reserved book collection,

(4) by attempting to make the library an instructional tool by planning it as a center for instruction in library use, to prepare undergraduates for using larger collections and by staffing it with librarians interested in teaching the undergraduate the resources of a library and the means of tapping those resources,

(5) by providing services additional to those given by the research collection, and

(6) by constructing a building with the undergraduate's habits of use in mind.

These six categories may be divided into two basic capabilities which the undergraduate library should have if it is to complement and

---

[12] Braden, op.cit., p.2

support the teaching trends on campus, a self-service capability and an active-service capability.[13] The first capability provides the library with a self-service potential where the student or teacher uses, or is encouraged to use, the physical means which the library places at his disposal. The more common elements of this self-service capacity are as follows:

a. The library environment, including its location, building, atmosphere, and interior arrangement of books

b. The book and periodical collection, including the reference collection

c. The reserve book, honors, and browsing collections

d. The self-instructional devices and programs, including programmed texts, tapes, recordings, educational television, radio and films

e. The finding devices, including the catalog, periodical lists, and information pamphlets

f. Exhibits

g. Special facilities for the physically disadvantaged

Each of the elements of the self-service capacity may be approached directly by the library user without referring to the library staff. In providing these self-services the library staff acts in a technical capacity as administrator, provider, and processor. The self-service elements contribute to the teaching function of the university by providing a place for, and access to, materials which complement the classroom efforts of both students and teachers.

The second capability the undergraduate library must have to complement and support university teaching is what I shall call an active-service capability, one which revolves around the concept of the under-

---

[13]Naturally, fundamental to both of these capabilities is the whole supportive apparatus of ordering, cataloging, binding, stack maintenance, etc.

graduate librarian as teacher rather than technician. Active library service is totally dependent on the library staff and on its ability to work with faculty and students, and requires the participation of the librarian inside and outside of the library building. It is with these active services that the librarian binds the library to the curriculum and guides the student in the use of the library's resources. With the proper training of staff the following services can potentially be offered through the undergraduate library:

a. Teaching students, through formal or informal classes, ways to use the library effectively, including the different ways to search for information, the uses of bibliographical and informational tools and their purposes and limitations, and the features and peculiarities of the total university library system.

b. Stimulation of reading by students through counseling, library sponsored seminars, and cultural events.

c. Providing reference and reader advisory services, including work with students on library related assignments.

d. Serving the faculty in an advisory capacity, exploring with them the ways of using the library's staff, collection, and services to enrich the undergraduate teaching program.

e. Working with the faculty in evaluating and improving teaching programs which require students to use the library.

By dividing goals into self-service and active-service categories, we can begin to develop appropriate tangible goals for each one as well as evaluation criteria and procedures. We can also establish appropriate qualifications for staff and can begin to assess our libraries, not only on the basis of what <u>they have</u>, but what <u>we do</u>.

PART III: INSTITUTIONALIZATION

One of the conditions and limits of undergraduate libraries is that they have no monopoly on campus library resources. The books and periodicals in the undergraduate library collection may also be found in other campus libraries. The undergraduate library, therefore, is in a position of having to compete for clients (students and faculty). The long and short of an undergraduate library's success will rest with the ability of its staff to achieve institutionalization[14] or, in other words, to solicit support for the library's service goals from faculty and students.

Goals give direction to an institution and also mark a standard for its evaluation. But even if the library staff meticulously develops a program of tangible service goals, their efforts are wasted if these goals and the justifications for them are not familiar to the faculty and students and supported by them. The problem of defining goals in a service organization is not ended once a logical set of goals and priorities is set to paper. It still remains to broadcast goals and to determine whether or not these goals and the programs devised to accomplish them are meaningful and useful to the library's patrons.

People are generally more willing to accept and support goals that they have helped to set. People are also more willing to accept an institution and its purposes if they know, like, and respect its staff. On most university campuses the fact that one is a librarian does not automatically place one in the center of a communication network which includes faculty and students. The librarian must work to build relationships.

---

[14] Institutionalization may be defined as the degree to which a system of action obtains support for its decisions or goals from the environment. For examples of institutionalization, see the Appendix to this paper.

Traditionally, service organizations have recognized the value of encouraging the people they serve to participate in decision-making. This practice not only keeps the organization keyed to the ever changing needs of its clients but also fosters vital personal contacts between staff and customer. Banks have on their governing boards men who represent local industrial and financial interests; federal regulatory agencies solicit advice from the industries they regulate, and their customers, as well as from related state and local governmental bodies; research libraries also have their faculty library committees. Service organizations, including libraries, which make no attempt to involve those they serve in the life of the institution, foster the attitude that the organization is created and operated for the convenience of the staff.

Most undergraduate libraries do not have an active advisory committee made up of students or faculty. Whether or not such a committee is the answer to a particular library's need to institutionalize is dependent on a number of factors, such as the inclination and the personality of the librarian, the degree of formality or informality of the campus, and the interests of faculty and students. However, if the committee method is rejected, then other ways should be found to formulate goals and programs which are pertinent to the needs of faculty and students and are acceptable to them. So too, other ways should be sought to increase personal contact between librarians and the people they serve.

Once contacts are made, support for any particular library goal is dependent on three basic factors. First, a goal is more likely to be supported if the value it implies is compatible with the values of clients. For example, if a faculty member encourages his students to read independently and explore the library collection, the librarian's role as reader

advisor is much more likely to be accepted than if a faculty member binds his students to a reserve reading list. Second, goals are more likely to be supported if clients concur with the library staff in the importance or degree of emphasis placed upon them. A number of librarians have applied this principle by postponing library orientation until that point in the semester when students are assigned to write papers and so have an immediate need for help. Lastly, goals are more likely to be accepted by students or faculty when they see that librarians themselves are accomplishing them. If undergraduate libraries claim a reference service but a student's first attempts to have questions answered by a librarian are unpleasant or unsatisfactory, the student's confidence in the ability of the library to provide reference service is nil.

Several undergraduate libraries have attempted to involve faculty and students in the life of the library in a way other than through an administrative committee. This "way" is by encouraging the university community to look upon the undergraduate library as a cultural center. The Undergraduate Library at the University of Michigan provides a large multipurpose room for a variety of educational programs. The College Library at the University of California, Los Angeles for five years has had a successful series of informal seminars featuring popular faculty members as well as numerous and varied programs of chamber music. And, during this coming academic year, the Cluster Library (the Undergraduate Library) at the University of California, San Diego will begin sponsoring a series of concerts, poetry readings, informal seminars, and art exhibits.

Some university librarians as well as undergraduate librarians object to undergraduate libraries engaging in such activities. The

major negative argument seems to be that these activities are really peripheral to the central purposes of an undergraduate library.[15] My view is that such events make the library visible and soften its formal institutional and bureaucratic image. These activities and the process of planning for them provide opportunities for increasing the dialogue between librarians, faculty, and students.

Institutionalization may also be increased if undergraduate librarians join social, recreational, cultural, or official campus organizations whose memberships are primarily comprised of students, or faculty, or both. It would not hurt at all if a few more librarians were good surfers, basketball players, musicians, or energetic and effective committee members. Participation in campus activities transforms the librarian from a title into a person.

Successful institutionalization is dependent on two basic factors, personal relationships and "image". Whether institutionalization is fostered through formal or informal committees, cultural events, or participation in campus activities, each one of these methods requires personal contacts between the undergraduate librarian and faculty members and students. Such personal relationships take time to develop. For this reason turnover of effective undergraduate library staff members can be particularly crippling to institutionalization. Whether we like it or not, people categorize libraries and other service institutions according to the way they perceive the staff. If the library staff members are friendly and helpful, the library is a friendly place. If the staff is arrogant, impersonal, and bureaucratic, the library is a hostile place. Let us hope that we might eventually attract for our

---

[15]For an example of this point of view see: Orne, Jerrold, "The Undergraduate Library," Library Journal, June 15, 1970, 95:2230-2233.

undergraduate libraries the support recently expressed on a petition by a group of UCSD students for a cafeteria threatened with closure:

> We request that the Matthews snack bar remain open. This is the only cafeteria on campus which gives its customers friendly, personalized service. In a world where most people don't give a damn, it's great to go to a place where the employees have a smile for you and even know your name.

PART IV: THE LIBRARY STAFF AND THE UNDERGRADUATE LIBRARY

One of the barriers inhibiting the development and reward for staff in undergraduate libraries is that there has often been little recognition of the possibility that special training or skill is necessary to serve in them. A typical attitude of library administrators seems to be that any young person with an attractive personality has the necessary qualifications[16] and that "turnover is of no importance because what is important is that they are willing to help people and to go to some lengths to help them."[17] One assistant university librarian told me that a nice young person was running their undergraduate library but that the real creative work was performed by the administration before the library opened.

These views of certain representatives of library administrations are rooted in the short history of undergraduate libraries. Undergraduate libraries have often been a fashionable and practical solution to the problem of providing needed additional space for books and readers. In order to reduce development time, these libraries have borrowed from each other in cannibalistic sequence, with each new library copying much from its predecessor.

The induced birth of many undergraduate libraries has meant that they have been planned and built by the campus director of libraries or his immediate subordinates. They consult with another library director that has an undergraduate library, they select the site and develop the building program, they choose a relatively handy and up-to-date list of "basic books"

---

[16]Braden, op.cit., p.89.

[17]Ibid

to guide book purchases, and finally put the undergraduate library into business by hiring a nice but relatively inexperienced group of young people to operate the library. As a result, the post of undergraduate librarian has been seen as one where minimal creative or independent work is required.

A second attitude seems to be that, yes, a very well-qualified individual is needed to serve as the chief administrator for the undergraduate library but that the few other professional positions assigned to the library require librarians with only a minimum of experience. Undergraduate libraries expressing this philosophy place their emphasis on the novel self-service capabilities of the library rather than on the personal services that may be supplied by staff.[18]

However, as more undergraduate libraries are turned over to us undergraduate librarians to create and operate, we become the true spokesmen for these libraries rather than the general library administrator. It is up to us to develop our specialty as undergraduate librarians; to ask what is really the rationale of the movement; to build a service program of substance and worth; and to improve our capabilities in order to carry out these programs. We can begin by specifying tangible goals to guide us and to foster institutionalization. We can also begin working with one another.

---

[18] The following statement of purpose appears in the 1966 Program of the Undergraduate Library of the University of North Carolina: "The Undergraduate Library accordingly aims first at providing a maximum provision of inviting study areas for a very large proportion of the undergraduate student body, and secondly, at assuming the presence of carefully selected, up-to-date books presented in utmost accessibility. A basic principle of undergraduate use is complete access with direction available but not forced. The emphasis on self-service here is only an introduction to later personal searches by the upper class and graduate student." (Robert B. House Undergraduate Library: Final Program, 1966, University of North Carolina, Chapel Hill, mimeo, p.2.)

The fact that the Institute, Training for Service in Undergraduate Libraries, has been funded so generously by the Office of Education, and the willingness of university librarians in sending staff to this Institute, indicates that this is an appropriate time in the history of undergraduate libraries for us to begin developing the specialty rather than working just as individuals in our own libraries. It is hoped that, as we work and learn together during the Institute, a feeling of comradeship will develop and that a foundation can be laid for improving our libraries through cooperation and the exchange of information.

APPENDIX

The process of institutionalization and its benefits are clearly visible in the annual reports of Norah Jones, College Librarian, University of California, Los Angeles. The first example is taken from the 1964-65 Annual Report of the College Library:

> From my perspective, the most important and gratifying aspect of our year's work has been the beginning we have made at reaching out to make contact with some of the students and faculty for whom the College Library's service is designed . . . . Beyond . . . informal, individual contacts . . . members of our staff began to establish lines of communication with student government and student organizations which will be increasingly valuable to us in the year ahead. Norman Dudley, acting as our liaison with student government, held discussions with Jeff Donfeld, the ASUCLA President, which ensured that a Student Library Committee would be continuingly provided for in the reorganized structure of student government authorized by the revised ASUCLA constitution, and Mr. Dudley and I met with representatives of this Committee, both before and after the election which ratified the new constitution. Paul Bonnet, consulting with Norman Padgett, the Director of the University Recreational Association, has ordered a good number of books of particular interest to the Association's member clubs, and he attended a U.R.A. luncheon as the College Library's representative. Constance Bullock and Topper Teal worked regularly with students in the Residence Halls in the course of their development of the libraries there. A particularly valuable source of contacts, both with students and with University staff concerned with their activities and welfare, has been my own membership in the Ad Hoc Committee on Cross Cultural Affairs organized by David Palmer, the head of the Student Counseling Center. This Committee is primarily concerned with acquainting students with opportunities for work and study in cultural environments other than their own, and, in several meetings between the staff of our Reference Section and certain members of the Committee, we have begun to explore ways in which the College Library can participate in making such information available to students.
>
> . . . We plan to develop a regular program of . . . meetings with faculty in a variety of fields, as soon as our relocation in new quarters gives us a proper basis from which to operate. At that time too, I should like . . . to reconstitute our Faculty Advisory Committee, whose counsel and support can again be very helpful to us as we move toward new stages of development.

The second example of institutionalization is taken from the 1968-69 Annual Report of the College Library:

> ....The College Library has been able this year to feel a really direct involvement in the concerns of the university community. Through participation in the Chancellor's 1968 Summer Task Force, which was charged to explore ways to bring into the university a greater number of students from ethnic minority backgrounds, I had the opportunity to meet the people who were to become responsible for the High Potential Program, the specific group which was to recruit and work with fifty Negro and fifty Mexican American students who showed strong promise but who could not meet the university's conventional entrance requirements. Before the fall quarter began, and while recruitment was still in progress, I invited some of these new friends into the College Library to meet members of our staff so that we could plan together to give the High Potential students some special help in library orientation. These contacts had several results. First, our Reference staff cooperatively and astonishingly quickly produced an excellent simple handbook to our services, which, although originally intended for the High Potential Group, has proved to be exactly what we had been needing for all student users of the College Library. Next, special library tours were arranged for the High Potential students, with Barbara Lewis of the Residence Halls project and Russell Butler who handles our serials co-opted to assist the Reference staff. In response to special interest in the problems of catalog use Constance Bullock worked up and presented a fine lecture on this thorny topic. And then, of course, there was the matter of part-time jobs for the Program's students, many of whom needed both pocket money and work experience. We well understood that special sensitivity and flexibility would be needed in the initial training and supervision of those we were able to take on, and we were fortunate indeed in having in supervisory positions Ray Esquival, Russell Butler, and Ronald Watson, all of whom did their warm-hearted best to ensure for both the students and the library a good and productive experience. While matters did not in every case work out as well as we hoped, incidents of real success were frequent enough to encourage us to continue to recruit student workers from the Program.
>
> As the High Potential Program was organized, promising students were actually recruited and screened by Black Student Union and United Mexican American Students members at Teen Opportunity Program centers in East and South Los Angeles. We became acquainted with Gloria Niavez, the charming and dynamic young lady who through the fall directed the Emiliano Zapata center in East Los Angeles, and

we were able to help her in a number of ways to set up and equip a small library of vocational and cultural materials for community use. Partly because of this evidence of interest, Professor David Sanchez who chairs the Faculty Advisory Committee of the Mexican American Studies Center invited me to join this group.

In January Beverlee Bruce, who headed the High Potential Program's Black Component, asked me if we could find a way to buy for their office in Campbell Hall a small collection of Afro-American literature and history. The Program's students were living in Weyburn Hall which has no library comparable to those in the university's residence halls, and she felt strongly that they needed a few books easily available and relevant to their interests to stimulate independent reading. With Everett Moore's sympathetic approval, we applied $404.06 from our Rental capital to this purpose. To judge from the pride taken in the books and the use they receive, money was never better spent.

....Of the four centers of ethnic studies which have been in the process of establishing themselves, the Afro-American is unquestionably the farthest advanced in its organization, and its Director, Professor Robert Singleton, has recently been increasingly anxious to see a working library set up for the day-to-day use of its members. It has been a particular source of satisfaction to us that the College Library, drawing on the special interest of Constance Bullock in this field and building on experience with the residence halls collections, has been able to respond to this need with real assistance.

SELECT BIBLIOGRAPHY

The following is a list of books and articles related to the subjects covered in this paper but not cited in the footnotes. It is suggested that these works be read before the Institute takes place as preparation for the discussion period. The book by James Price is especially recommended.

Eisenstadt, S.N., Essays on Comparative Institutions, Wiley, New York, 1965. See particularly pages 203-204 for discussion of organization-client relationships.

Lefton, Mark, and William Rosengren, "Organizations and Clients: Lateral and Longitudinal Dimensions," American Sociological Review, December 1966, 31:802-810. This paper concentrates on the relationships between service organizations and the people they serve. The authors call for new evaluative criteria for these service organizations and suggest that humanitarian values need to be substituted for purely economic and administrative considerations so that these organizations can be tuned to an ethic of service rather than to one of efficiency.

Price, James L., Organizational Effectiveness: an Inventory of Propositions, Richard D. Irwin, Inc., Homewood, Illinois, 1968. An introduction to the study of organizational effectiveness (effectiveness being defined as the degree of goal achievement). Social science terms are clearly defined and indexed. A whole range of propositions related to effectiveness is articulated and illustrated by a wide variety of organizational studies. See particularly pages 95-136 which concentrate on the problem of institutionalization.

Terreberry, Shirley, "Evolution of Organizational Environments," Administrative Science Quarterly, March 1968, 12:590-613. A difficult article primarily because it is written in a formal language of sociology. However, it contains many interesting ideas on the problem of adapting an organization to new changes which occur in its environment.

Thiede, Wilson, "Measurement and Evaluation in Adult Education," in Goldhor, Herbert, Research Methods in Librarianship: Measurement and Evaluation, University of Illinois Graduate School of Library Science, Champaign, Illinois, 1968, pages 88-94. A clear discussion of the need for assessing the effectiveness of educational programs and a discussion of the principles of evaluation. Good bibliography. Other essays in the book are also of value.